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ABSTRACT

This document gives details on a current Thai project whose object is to introduce family planning concepts into adult education programs. Complementary objectives are: (1) Educate 200,000 adults through literacy/family planning programs by 1976; (2) Develop appropriate instructional materials; (3) Add and emphasize family life education in the following areas: earning a living, budgeting, family welfare, maternal and child health, and nutrition; (4) Organize and implement a pilot project for 40 classes in two provinces; and (5) Train teachers, supervisors and administrators to work in the program. A field survey of the target population's living conditions, health, and other factors was conducted. Next, a set of educational materials was developed and pre-tested on a group of illiterates in the Bangkok area. Several approaches designed to keep the student interested in literacy through content relevant to his needs were used in developing the materials. Family life planning is incorporated into the Thai materials as one part of four subject areas which closely affect the family--agriculture, health and family planning, home economics, and civics. Appendices A through E contain useful details on these projects. (CK)

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Thailand

Functional Literacy

and

Family Life Planning

A demonstration project of the Thailand
Department of Elementary and Adult
Education

AC 012 202

World Education, Inc.
March 1971

PROJECT OF THE THAILAND DIVISION OF ELEMENTARY AND ADULT EDUCATION

BACKGROUND

The Thailand Division of Elementary and Adult Education is working with World Education to introduce family planning concepts into its adult education programs. Specifically, it is trying to do the following:

Educate 200,000 adults through literacy/family planning programs by 1976;

Develop appropriate texts, reading materials, audio-visual aids and other necessary materials;

Add and emphasize family life education in the following areas: earning a living, budgeting, family welfare, maternal and child health, nutrition and other fields of health education appropriate to the needs of the area, community education and civic responsibility;

Organize and implement a pilot project for 40 classes in two provinces (changwats);

Train teachers, supervisors and administrators to work in the program.

The Thais have developed materials for their program utilizing a new approach, based on the assumption that the content of literacy materials should be functional. Before enlarging upon this approach, let us look at project planning. This includes a discussion of the organization and administration of the project, survey of the target population, development of curriculum outline and detailed concepts, development and pre-testing of reading materials.

PROJECT PLANNING

1. Organization and Administration

The Director-General of the Department of Elementary and Adult Education is the Director of the pilot program, and the Chief of the Adult Education Division, is the Deputy Director.

A Committee for Curriculum Development and Textbook Writing, composed of 22 members, has been appointed by the Ministry of Education. They are assisted by the following personnel:

Dr. Kowit Vorapipatana	Project Chairman
Mr. Sunthorn Sunanchai	Coordinator
Mrs. Nitaya Rittiyotee	Text Writer
Mr. Somprasong Vithayagiat	Text Writer
Mr. Smai Suttitham	Artist
Mr. Paisan Polawan	Secretary
Mr. Amporn Artchompoo	Driver
Miss Ruangrat Ratanopas	Typist, Assistant Secretary

Education officers of up-country provinces involved in the pilot program will act as site directors. The Adult Education Supervisors of these provinces will supervise and act as site secretaries.

2. Survey of Target Population

The first step in designing materials for a functional literacy program on family life planning was a field survey of the target population: living conditions, health, economy, occupation and community involvement. A team of Thais carried out this phase, assisted by Dr. David Harman, World Education consultant. The team included Mrs. Nitaya Rittiyotee, Mr. Kamol Sudprasert, Mr. Paisan Polawan and Mr. Vichai Tamarakas.

The target population for the pilot project live in the provinces of Lampang and Prae. Along with collecting baseline information, the team visited adult education schools, interviewed villagers, and took photographs of situations that might be included in the prospective reading materials.

3. Development of Curriculum Outline and Detailed Concepts

Before Dr. Harman left Thailand, the project staff -- along with experts from Ministries of Agriculture, Health and Education, and USOM -- drafted a curriculum outline for the first level of the adult literacy program specifically based on the principle of functionality. In addition, a few reading cards were prepared to demonstrate the technique of writing to project staff who would carry out the rest of the project.

The Committee for Curriculum Development and Textbook Writing, when appointed, met many times to review and adapt these drafted concepts. The concepts cover the fields of agriculture, health and family life, home economics, and civics. Thailand Appendix B lists those concepts included under health and family planning.

4. Pre-Testing of Reading Materials

Before embarking on the full program, the Thais developed and pre-tested the educational materials they plan to use with a small group of illiterates in the Bangkok area. It is important to note that these materials will be fully tested in the pilot projects in Lampang and Prae in early 1971. The materials will be reviewed before use by the Committee for Curriculum Development and Textbook Writing to make sure the text is technically sound and well-organized.

DEVELOPMENT OF AN APPROACH

1. Design of Materials

The Thai approach to materials development incorporates several features designed to keep the student interested in literacy through content relevant to his needs, and to allow reading materials to be adapted to the specific needs of various different regions within Thailand. This approach modeled somewhat after the Israeli approach includes the following features:

a. The primer is replaced by a series of cards. At the outset of the program the student is presented with an empty loose-leaf binder. Each of the lessons of the program is printed on cards, along with several practice and exercise cards, and is given to the student only as he learns them. The cards are inserted in the binders, eventually building up to a book.

   The series of cards provides leeway for adaptation of materials to local environments without changing the entire primer by merely adding or subtracting cards.

   It also alleviates the discouragement of the illiterate who is confronted with a seemingly insurmountable task on his first day in the classroom. The mere thought of all the pages of a primer can discourage an illiterate, and cause him to abandon the effort before he has begun.

   In this method, the learner can measure his progress by the building up of his book. Gaps in his book indicate gaps in participation, thereby discouraging drop outs and absence.

b. Each lesson card contains a photograph on one side and a key word, with an appropriate explanatory text on the other. The photograph is often more effective in teaching a new concept such as family planning or use of fertilizers than is the written word. The work of Paulo Freire in Brazil and Chile points out the advantages of photographs or drawings as motivational tools as well as teaching aids. The photograph should be taken in the geographic area of the student so that the student can easily relate to it. Through such photographs, discussion can easily be stimulated.

c. Each lesson card is "programmed," using a combination of linear and branch programming with modifications. Programming offers opportunities for individualized instruction, and for systematic presentation and reinforcement of concepts. Each card in the material is conceived of as a frame, and includes the three basic elements of a frame--text exercises and answers. An important modification of traditional programming is the reinforcement of a concept in the initial informational text, rather than solely in the post-text question and answer section.

Samples of lesson cards on family life planning are included in Thailand Appendix C. These samples will be revised before use, and have been translated into English, but provide an example of the type of experiment being created.

The materials will be tested in a 150-hour program over six months. Students will meet three times a week. These materials are meant to be used in the following manner, elaborated upon in the teacher's manual:

i. Presentation of picture and discussion based on it;

ii. Reading of the text by the teacher and explaining of new words, with focus on the key word;

iii. Reading of the text by teacher and students together;

iv. Questions and answers by both teacher and students;

v. Individual seat work.

The teacher's manual, however, encourages variation of the lessons according to students needs, interest, and abilities.

2. Reading Methodology

At the heart of this approach is the discussion of the photograph. The adult illiterate comes to an initial reading course with different qualifications than the child. He has passed the motor stages of his development and is quite adept at informal operations. Furthermore, in compensation for the lack of reading and writing skills he has a highly developed memory. His memory, in fact, must serve him as the sole tool for the retainment of significant information. Word of mouth is the sole mode of communication and transferral of information (radio and television, too, rely on a verbal transmission), and the memory the sole recording mechanism. It is no accident that entire cultures have come down to the present day by word of mouth. These are the cultures of illiterate populations who,

unable to pass their heritage on from generation to generation in writing, did so verbally, relying upon the developed memories of their members for accuracy and storage.

The reading methodology adopted by the current Thai project is derived from the above mentioned factors, both the ability to abstract and the high degree of memory development. In consequence, learners from the very first day of instruction will be presented with complete texts. These texts will progress in degree of difficulty of word and sentence structure, but at all times will be complete texts presenting entire concepts or pieces of information. Due to the coupling of each text with a discussion focusing on a photograph, it is expected that the students will become sufficiently familiar with the texts to memorize them. Memorization may need to follow the printed text but will certainly be sufficient to form an association between the printed words and the concepts they convey.

In each lesson one or a number of key words will be selected for in-depth instruction. The students will be taught to read and write these words as well as understand their phonic composition. These words will be repeated in the text several times so that the learners form a permanent association between the printed symbols and the words they convey. Every few lessons a series of cards will be inserted to summarize both the words chosen as key words and the phonic sounds covered through them.

Eventually, over the course of program, all phonic sounds and their symbols of the Thai language will be taught. Although the texts, especially in the initial stages, will be too complicated for students to read in the accepted meaning of reading, each time they look at them they will be able to state precisely what is written. If the materials are sufficiently interesting and functional it can be assumed that students will read them in this fashion over and over. The constant referral to the texts will result in the association of the printed symbols with words and reading in the accepted sense will occur.

Many of the students will rarely read materials other than those presented to them in the literacy programs, so one can be assured that they will be able to read those materials whenever they revert to them to refresh their memories.

3. Teacher Training

Eighty teachers and ten supervisors are being trained through a special seminar to utilize these newly developed reading materials. The teacher training manual, which is included as Thailand Appendix D, is actually "programmed" (as are the reading materials) so that little formal teacher training is required. The programmed approach is being tried on the assumption that teachers who already have full-time jobs in

elementary schools during the day cannot devote a great deal of time to a part-time evening job as an adult literacy educator.

The manual can be used either in the teacher training seminar, or alone. It utilizes a method of programming which is similar to the Thai reading materials themselves, and so prepares the teacher indirectly as well for the approach used in the programmed reading materials.

Teacher training focuses on explaining "how" to use the new reading materials rather than "what" the materials are saying. Because of the method used in the materials, it is assumed that the teacher can teach technical matter with little prior knowledge of the technical content herself. Instead, the teacher learns to use the reading materials to teach herself the content of the course a little in advance of teaching it to her students.

4. Family Life Planning

Family life planning education is incorporated into the Thai materials as one part of four subject areas which closely affect the family -- agriculture, health and family planning, home economics and civics. However, the entire curriculum is designed to provide the initial motivation and to creat the proper atmosphere for introducing direct aspects of family life planning. In other words, it deals with all aspects of family life in an attempt to change attitudes of rural illiterates toward innovations in family life which include limited family size.

Thailand Appendix E includes a detailed list of the lessons included in the Thai reading materials, along with the content area and concepts covered by each. In addition, the first six lesson cards have been translated into English to indicate the major ideas presented. Among these translations are several regarding health and family planning.

APPENDIX -- THAILAND PROJECT

Appendix A ..... Thailand Proposal

Appendix B ..... Draft of Curriculum in Functional Literacy on Health and Family Planning in Thailand

Appendix C ..... Sample Thai Lesson Cards in Family Life Planning

Appendix D ..... Draft of Teacher's Manual to be Used in Thai Project

Appendix E ..... List of Lesson Content Area and Concepts of Thai Reading Materials Along with English Translation of Content of First Six Lessons

THAILAND APPENDIX A

Thailand Proposal

PROJECT PROPOSAL
FUNCTIONAL LITERACY PROGRAM
DEPARTMENT OF ELEMENTARY AND ADULT EDUCATION
MINISTRY OF EDUCATION

1. Inventory of Existing Situation

A. Population and Family Planning

According to reports and research conducted by health specilists, social scientists, educators and other concerned officers, Thailand's rapid population increase (3.3% per year) will eventually lead to undesirable ends: namely, bad health, low income, poor schooling, and lower standard of living. There have been many conferences in which such concerns have been expressed by Thai leaders. New measures are now being taken to solve this urgent problem.

1. Government Policy on Family Planning

On March 17, 1970, the Royal Thai Government agreed to support a family planning program in order to reduce the high birth rate which has retarded economic development of the country.

The National Economic Development Board, in cooperation with the Ministry of Public Health, is in the process of planning the Third National Five-Year Plan. Family planning is included. It is expected that family planning will have a high priority.

2. Program and Facilities for Research and Training

In 1968, the Ministry of Public Health initiated its family planning program with a three-year plan which began with the training of health personnel and equipping clinics for this purpose. During the three-year period the personnel trained included 300 doctors, 650 nurses, 3000 midwives and 1500 sanitarians. By the end of the 1970s family planning services will be extended to all 71 provinces of Thailand.

As the action program for family planning services was established, some research concerning family planning has been introduced. The Research and Training Center for Population was set up by the Office of the Prime Minister. The Population and Social Research Center was also set up under the School of Public Health in which research on family planing has been carried out.

At present, the School of Public Health, Mahidol University, provides for graduate studies as well as for undergraduate study in family planning. A Master's Degree in Public Health is offered to physicians, dentists and veterinarians. A Bachelor's Degree in sanitary science, health education, public health nursing, nutrition and occupational health is also provided. A two-year program in health education and nutrition is available to school teachers with a diploma in education. The school recognizes that the role of students who have an adequate educational background is not only for improving the school health education program,but is also for bringing public health resource persons into the community.

B. Educational Programs for Family Planning

Realizing that about 80% of Thailand's population live in rural areas, some of which are so remote that access to them is always difficult and conventional health services take much time, it is necessary to find ways in which to disseminate population/family planning concepts to such groups of people. Thailand is conducting an adult education program for approximately 30,000 persons per year which aims at improving social, health and economic conditions.

Before the government recently adopted a policy, family planning was not included in the adult education curriculum or mass media programs. Family planning was conducted by individual and group approaches. As a matter of fact, the people who accepted family planning services came to the clinic because of suggestions of their friends and relatives who were satisfied with the methods provided by government clinics. Since the policy has been adopted, the Ministry of Public Health is planning to use all sources of possible communication including the adult education programs.

II. Proposal for Literacy/Family Planning Project

In addition to the regular course of study for adult education classes which is prescribed by the Ministry of Education, an attempt is made to include areas of study which are applicable to the needs of the people. The concepts of family planning may simultaneously be integrated into the on-going programs. This will require the use of reading materials, audio-visual aids, training of teachers, etc., which will be given special attention for revision and upgrading.

A. Objectives of Project

1. General Objective

To introduce family planning concepts into the adult education programs.

2. Specific Objectives

a. To educate 200,000 adults through literacy/ family planning programs by 1976.

b. To develop appropriate primers, texts, reading materials, audio-visual aids and other materials necessary.

c. To add and emphasize family life education in areas as follows: earning a living, budgeting, family welfare, maternal and child health, nutrition and other fields of health education appropriate to the needs of the area, community education and civic responsibility.

d. To organize and implement a pilot project for 40 classes in two provinces (changwats).

e. To train teachers, supervisors and administrators who will work in the program.

B. Organization and Administration

1. Organization and Administration

a. The pilot program will be administered through regular channels of the Ministry of Education. The Director-General of the Department of Elementary and Adult Education will be the Director, and Chief of the Adult Education Division will be the Deputy Director of the program.

b. An Advisory Committee will be organized; representatives of ministries and private organizations and agencies concerned should be on the committee, i.e., the Ministries of Public Health, Education, Interior, Agriculture, Mahidol University, Planned Parenthood Association of Thailand, UNESCO, USOM, etc.

c. Education Officers of up-country provinces will act as site directors for the program. The Adult Education Supervisors of the provinces concerned will supervise and act as site secretaries.

d. A full time project coordinator will be appointed. He will coordinate efforts between all parties concerned.

2. Phasing

May 1970 --Submit proposal to the Council of Ministers.

June 1970	--Set up Advisory Committee. Remodel central office for new staff.
June-July 1970	--Recruit and appoint needed personnel. --Research baseline data and lay groundwork in two selected provinces. --Begin preparation of curriculum, texts, reading and teaching materials.
December 1970	--Texts, reading and teaching materials completed for review.
January-February 1971	--Select personnel for training.
March-April 1971	--Inservice training for teachers (80), supervisors and administrators (10).
July 1971	--Classes begin in two provinces.
November 1971	--Classes begun in July complete first level.
December 1971	--Evaluation of pilot phase and preparation for expansion phase.
March 1972	--Three days evaluation seminar for the experienced adult literacy teachers, supervisors and administrators.
April 1972	--Ten days inservice training for newly selected adult literacy teachers, supervisors, and administrators for the expanded program.
July 1972	--Open new classes in selected schools --Further phasing will be based on past experience.

3. Expansion of the Program

It is hoped that the adult literacy program, with emphasis on family planning, will ecpand in both adult literacy classes and will be included in continuation education levels as indicated in the chart as follows:

EXPANSION OF THE PROGRAM

(Functional Literacy Only)

Years	No. of Ed. Re.	Name of Educ. Region	No. of Provinces	No. of Schools	No. of Classrooms	No. of Teachers	No. of Teachers	No. of Supervisors	No. of Administrators	No. of Students
							To be trained in the inservice training program.			
1971 (14)	1	8	2	20	20	20	20	6	12	500
1972 (15)	1	8	7	175	180	180	160	12	30	4,500
1973 (16)	3	8+2+3	16	400	478	478	298	20	54	11,950
1974 (17)	4	8+2+3+ 10	21	525	704	704	226	12	30	17,600
1975 (18)	5	8+2+3+ 10+9	26	650	924	924	220	12	30	23,100
1976 (19)	6	8+2+3+ 10+9+ 11+7	39	975	1232	1232	308	30	78	30,800
										88,450

C. Materials Production and Testing

A group of writers for programmed texts will be appointed to work on curriculum, text books, supplementary readers, teacher manuals, charts, filmstrips, movies and other teaching aids. This group will include:

1. One or two experts in writing programmed texts.
2. Three supervisors.
3. One or two adult education teachers.
4. The authors of texts now being used.
5. Two graphic arts technicians.
6. Writers and producers for audio-visual aids.
7. A secretary-typist.

In addition, consultants will be made available from the following areas: agriculture, health and family planning, economics and evaluation.

III. Needed Resources Probably Available

1. The project coordinator will be acquired from the Department of Elementary and Adult Education. The position will be established and funded through the regular budget beginning in FY 1972.

2. Writers and subject matter experts will be provided by the Ministry of Education, the Ministry of Public Health and Mahidol University.

3. The Department of Elementary and Adult Education will provide facilities and personnel as needed for regular correspondence, typing, transportation, etc.

4. Finance available from regular budget.

IV. Additional Resources Needed, 1971-1976

1. Experts:

One expert in adult education will act as a consultant to the Adult Education Division on matters pertaining to administration,curriculum development, evaluation and training courses for administrators, supervisors and teachers.

2. One scholarship for a Doctor's Degree to be Assistant Chief of the Division.

Scholarships for the Master's Degree:

1 to study curriculum development.

2 to study use and production of A-V materials.
2 to study evaluation in adult education.
13 to study adult education supervision
4 to study textbooks and supplementary materials production
4 key personnel to study adult education administration.

3. Ten grants per year for observation/study training or internship in literacy/family planning.

4. Commodities:

1. 51 vehicles (Ten vehicles per year)
2. Ten sets of A.V. equipment per year for 5 years.

COMMITMENT

1. Thai

The Ministry of Education will provide needed resources mentioned in III above.

2. USOM

USOM is requested to assist this project in terms of providing commodities, scholarships, and experts as follows:

1971

1. Scholarships for Master's Degree:

(1) One to study curriculum development.
(2) One to study test books and supplementary materials production.
(3) One key personnel to study adult education administration.
(4) Two to study adult education supervision.

2. Grants for observation/study training or internship in literacy/family planning:

7 Grants for observation/study training in Iran for period of 3 weeks.

3 Grants for one semester program at a university in the U.S. along with three months of observation/study training.

3. Experts:

Number 1. See Section IV, item number I.

4. Commodities:

1. Ten vehicles each with a set of A.V. equipment. Each set of A.V. to consist of: 16 mm. movie projector, screen,transformer, tape recorder, public address system and a 2 kw. generator.

1972-1976

10 vehicles & A.V. sets per year
5 M.A. study grants per year
3 for 9 months study program in the U.S.
10 for third country study training.

THAI APPENDIX B

Draft of Curriculum in

Functional Literacy on

Health and Family Planning

2. Health and Family Life

---

1. Health is the best treasure; healthy people are happy and are able to earn better living.

2. Imbalance of diet, communicable diseases and poor environment cause sickness in people.

3. Eating useful food which the body needs makes man healthy and strong. Daily food should consist of rice, meat, eggs, vegetables and fruit.

4. Eating meat and eggs makes man healthy and strong, hence increases his immunity. In case meat and eggs are not available, green beans, soya beans and peanuts can be used instead.

5. Some kinds of meat may have germs or worms in it, for instance: trichina, tape worms, liver flukes. It is therefore recommended that meat should not be eaten raw, but should be well cooked to be free from germs.

6. Vegetables and fruit are useful to us; they make our bodies fresh, strong, our complexion fair; they help moving the bowels. Daily consumption of vegetables and fruit is recommended, but cleaning is necessary before eating.

7. A home which is clean is a comfortable place to live in and is free from disease. An untidy, dirty home with garbage, animals' excrement, holes of water in the ground, is a breeding place of mice, flies and mosquitoes which bring diseases to men.

8. A privy should be provided, and should be convenient for use any time; it should be free from bad odour, flies, and hence from intestinal diseases: dysentery, cholera and intestinal worms.

9. A cattle's enclosure or a fowls' house should not be kept under the house, for it may cause dirtiness, bring bad odour, cause nuisance, and bring some diseases to men. Pens should be made outside, or in case it is necessary to make them under the house, constant cleaning should be done.

10. A good well should be about 30 metres from a privy and should be built with casings, and a covering to prevent it against dirt. To bring up water, only one receptacle should be provided especially for this purpose. Water taken from such a well is suitable for drinking.

11. Litter, dead animals or any other thing should not be thrown into the river, the spring, the canal or the marsh, for they may make the water dirty, the river bed shallow, and cause communicable diseases. Places should be provided for storing litter which should later be buried, burnt or used as decomposed fertilizer.

12. Animals dying of disease should not be sold or used as food for they can cause communicable disease. Dead animals should be buried or burnt; in case of burying, depth of one metre below the ground is recommended, in addition to sprinkling lime and ash over and covering the dead animals with soil.

13. Inoculation and vaccination should be taken according to official notice as precautions against diseases.

    In case of severe epidemics such as cholera or typhoid, the sick person should be separated and brought to the hospital at once.

    Excrement of the sick person should be sprinkled with germicide, lime or ash, and should be buried to prevent further communication; clothes and other articles should be boiled to kill the disease.

14. Leprosy, yaws, tuberculosis, and venereal disease can be cured. Patients should be brought to the health centre, or the hospital. Sharing food and articles with others must be avoided to prevent further communication.

15. Hydrophobia is a severe disease; there is no curing method, but injection can help. Anyone who is bitten by a mad dog, a mad cat, or by any dog suspected of madness should be brought at once to the health centre or hospital for treatment.

16. Preparation and advance thought before marriage concerning earning a living, having babies, caring and education of children will help the family to live well and stay healthy.

17. Before marriage, the couple should go to see the doctor for a physical examination. If found sick, a person should receive full treatment so that the baby may be born safe and strong.

18. Married people who are not ready to have the first child, because of insufficient income, physical unfitness for pregnancy, or desiring to have longer spacing of pregnancy, or desiring to have a planned number of children, or to stop bearing children can choose any method suitable to them with advice from the maternity office, health centre or hospital.

19. Frequent pregnancy causes physical unfitness, faster aging and susceptibility to sickness; the baby born of such a mother will be unhealthy.

20. A family of moderate size is a happy family with better means of living, and better care of children.

21. A mother who has been pregnant for two months should receive a physical examination and advice on care of health. For the sake of safety, the pregnant mother should bear her child under the care of the doctor, the nurse, the midwife or the traditional midwife who has been officially trained.

22. Eating good food helps strengthen a pregnant woman, easing the bearing of her baby. Food suitable for a pregnant woman should consist of meat, eggs, beans, vegetables and fruit.

    A pregnant woman should do some work in order to keep herself physically fit, but should not work hard, and should take care not to fall down or let her baby be struck by anything that may cause abortion.

23. Using a bamboo knife or an ordinary knife to cut the umbilical cord of the new-born baby may cause tetanus, as the germ may enter the child's body through the umbilical cord. Instead, scissors boiled at least half an hour should be used for this purpose.

24. During the month after giving birth to the baby, the mother should not work hard so that she may regain her strength and the womb may return to its place. The mother who has born her baby should eat useful food, for instance: meat, milk, eggs, vegetables, and various fruits which help to give strength to the body and increase the milk.

25. A new-born baby should drink only milk and boiled water for other food is too tough for digestion and may cause stomach upset. A child who is over 3 months old can be given soft food such as ground rice, ground yolk, ground rice with vegetable soup, juice, ripe bananas, so that they may digest more easily.

26. If the baby is fed with its mother's milk, breasts should be cleaned before feeding. In case powdered milk is used, the bottle and feeding parts should be cleaned with boiling water.

    Milk should be prepared in proper quantity. That portion which is left may cause stomach upset and should not be used for feeding.

27. The baby should be taken to the health centre or hospital for inoculation.

When the baby is three months old, vaccinations against diptheria, tetanus and whooping cough should be taken. A baby below one year of age is susceptible to such diseases.

28. A baby who has been bitten by mosquitoes may catch malaria or hemorrhagic fever. The baby should be put to sleep in the net day and night.

29. Finger nails and toe nails should be cut. A child should not be allowed to put his hand or another thing in his mouth, for such practices may cause deformity of teeth and also diseases. Fruit seeds, pins, coins, should not be kept in the child's mouth either, for they may slip in the child's throat and suffocate him.

30. The baby should have a bath with soap at least once a day, and should have his hair occasionally washed. This will help to keep his body clean and free from skin disease.

The baby should always wear clothes to keep himself warm and healthy.

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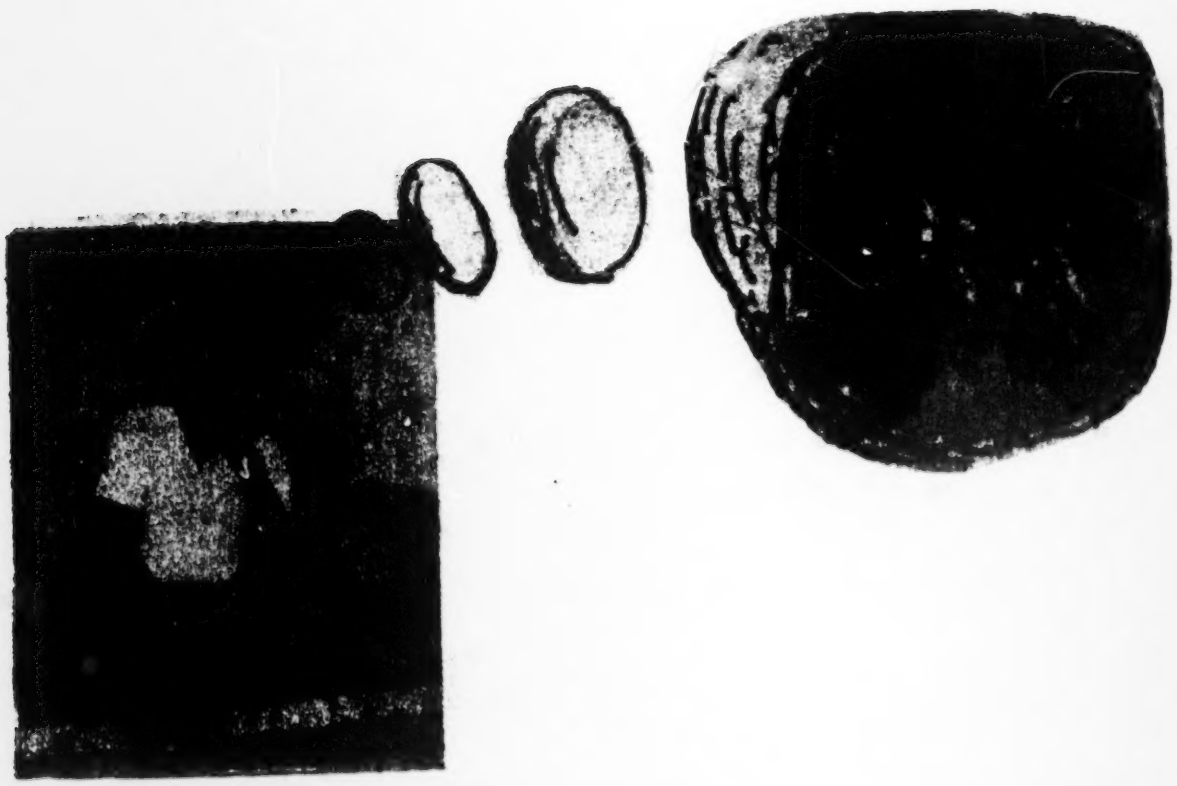

เศร้าหมอง 23 แห่ง ๆ ๆ

A Happy Family

A man and woman wishing to marry should prepare themselves in advance. They should learn about such things as earning a living; having a child; bringing him up and educating him before they ----- (marry)

A man and woman who can ----- (prepare) themselves in advance may help the family to live well and stay healthy.

รักษา 25 ปลอดภัย

Before marriage the man and woman should go to see the doctor for a physical examination.
If either of them is sick, he or she should be ----- first, so that their child will be born safe and strong. (cured)
A healthy couple will have their baby born strong and -----. Their family, therefore, will live happily. (safe)

Parents who earn a meagre income and cannot afford to live well enough, or whose physical condition is not suitable for child rearing should not have the first child.

If they are not prepared to have the first ----- , they should seek advice from the doctor. (child)

The doctor will give his ----- on what to do to avoid having the child. (advice)

If the parents want longer spacing between pregnancies, or to have a certain number of children, or to stop having children altogether, they should go to a maternity office, a health center, or a hospital to seek advice from the ----- or the nurse. (doctor)

The doctor or the ----- will give them advice on the proper action to take. (nurse)

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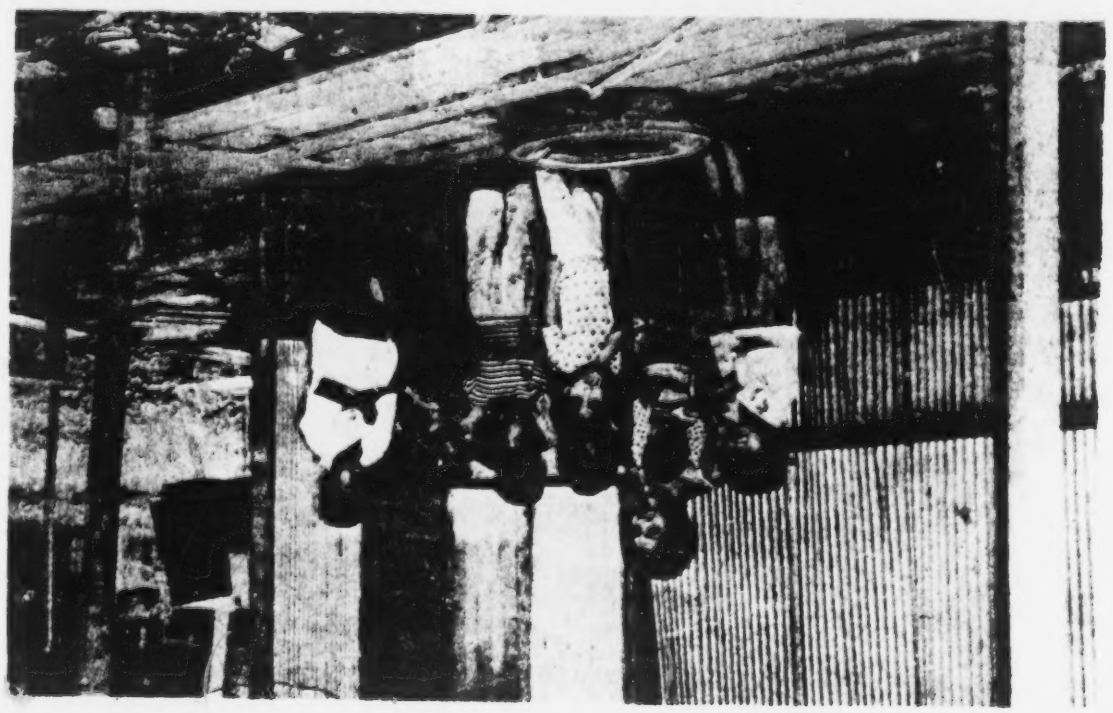
A doctor or a nurse knows how to avoid
pregnancy. There are several methods to
do this.
A doctor or a nurse will give proper advice
to the parents, who are free
to choose any -----, but they should (method)
choose the one that suits them best.
If the parents use the ----- method given (proper)
by the doctor, they can ----- a child whenever (have)
they want to.



A family with many children usually has a lot of problems, because it costs a lot of money to feed and educate children. A family with ----- children, therefore, is usually poor. (many)
If we do not want to be -----, we should have (poor)
a proper number of -----, so that we may (children)
afford to live well and take better care of our children.

A mother with frequent pregnancy is
susceptible to disease, fast aging and
physical deterioration.
A child born of such a mother will become
weak.
If the mother does not want to be unhealthy,
weakened and fast -----, and wants the child (aging)
to be born healthy and strong, she should
avoid frequent -----. (pregnancy)

THAI APPENDIX D

Draft of Teacher's Manual

to be Used in Thailand Project

TEACHER'S MANUAL

for the

THAI LITERACY/FAMILY PLANNING PROJECT

Introduction: How to Use the Manual
Chapter I : The Card and Its Parts
Chapter II : The Lesson
Chapter III : The Course
Chapter IV : Summary

by

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INTRODUCTION: HOW TO USE THE MANUAL

Before you is a manual for teachers participating in the functional education for the family life planning project. It is designed to accompany the special materials that have been produced for this program. For the manual to be useful, the teacher should have a complete set of the curriculum cards in front of him.

This manual is designed so that it may be used in two different ways. It can be used as a text for teachers participating in a teacher training seminar or as a manual for self study. If used in the former framework the manual serves more as an individual workbook in which the seminar participant can summarize what he has learned and examine himself on his understanding of the material. If used in the latter context, the manual serves as both the conveyor of information pertaining to the use of the curriculum materials and workbook.

In whatever framework the manual is used it is important that it be followed exactly in the order it is presented as the whole manual is carefully programmed to present a sequence wherein one frame is contingent upon those preceding it, and each chapter is based on the one before it.

Finally, the manual is also designed as a constant companion to the teacher. It should be taken to the village in which the teacher will be working and consulted whenever doubt arises as to the proper way to conduct the course.

A word is necessary about the format of the manual. It is programmed throughout in a combinatory program model of both linear and branch models. Thus the reader will find that some of the frames include short informative messages with immediate response reinforcement while others comprise much longer informative parts with reinforcement presented primarily in the form of multiple choice questions. In this case the respondent may be forced to read over the entire informative section when in doubt about a specific response.

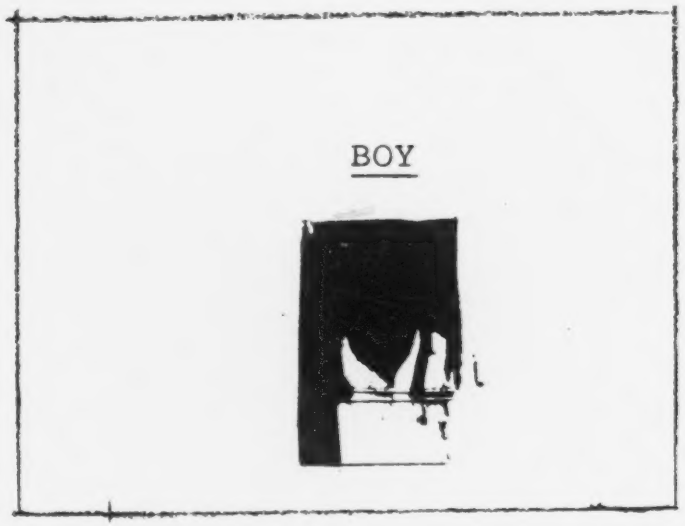
This approach to programming has been adopted rather than a more uniform one in an attempt to expose the teacher trainee to the same types of programming that appear in the materials for the course. All of the possible ways in which this material may appear in the teacher's own learning experience will provide him with the necessary experience as he instructs his students.

Whether used as a self-instruction manual or as supplementary material in a more lengthy formal training course it is hoped that the prospective teacher will find this manual a useful tool as he prepares himself for the important role of instructor in the new functional literacy project.

CHAPTER 1.

The Card and its parts (6 units)

1



This is a boy
He is not happy.
He looks afraid
Why is the boy afraid?
Because his picture is being taken.

1. The boy is /_/ happy, /_/not happy
2. He is afraid because his _____ is being_____

The pictures above show the two sides of a programmed index card that is used in adult functional literacy classes. One side of the card has a picture. The other side tells the story of the picture, then asks some questions about the text and finally, on the right hand side, gives the answers to the questions. The text is shown in black and the questions and answers in red.

1) What do the pictures above show?	1) Two sides of programmed index cards that are used in adult functional literacy classes.
2) One side of the card has _____ and the other has_____	2) a picture a text, questions and answers.
3) What does the text tell?	3) The story of the picture.

Side 1 - The Picture

Every picture tells a story. They tell stories visually rather than in written form. Illiterate people must rely upon their hearing hearing and seeing to hear stories or receive information. Also, it is easier to understand a story given through pictures or a written story that is well illustrated. The pictures on the index cards are made up of photographs and drawings. They are all taken from typical life styles and patterns in the Thai rural areas and villages. Therefore, the scenes should be familiar to participants in functional literacy classes. After looking at the pictures the participants should be able to tell the stories they show.

1) Illiterate people must rely upon their _____ and _____ to receive information.	1) hearing seeing
2) Pictures and illustrations are used to _____.	2) tell stories and give information
3) For the pictures to be meaningful they should be of: A. ( ) New York B. ( ) Thai rural areas C. ( ) Israel D. ( ) Bangkok	3) B
4) Pictures enable illiterates to: A. ( ) Become story tellers B. ( ) Read the text C. ( ) Draw D. ( ) Tell the stories they show	4) D

Side 1 - Key Words

On most of the cards, on the same side as the picture, several words are written in bold type. These words are key words. They are the words that are to be stressed during the lesson. At the end of the lesson the student should be familiar with the key word and know how to write it. Some cards have only one key word, some have as many as five. Key words have the following properties:

(1) they relate to the content of the lesson
(2) if possible they reflect the subject of the lesson
(3) they are chosen because they are helpful in teaching phonics.

---

1) Key words are chosen because:
   A. ( ) They are helpful in teaching spelling
   B. ( ) They are helpful in teaching phonics
   C. ( ) They are short.
   D. ( ) They reflect the subject of the lesson.
   E. ( ) They relate to the content of the lesson.
   F. ( ) The student knows how to read them
   G. ( ) They are easy to remember

2) The key words are important because they teach the students how to read.
   ( ) True ( ) False

1) B D, E

2) True

Side 2: The Text

On the second side of the card is a text. The text is usually on the left hand side of the card although at times it covers the whole of the top. The text relates in words the story of the picture and the specific information that is to be conveyed to students in that lesson. They key words of the lesson appear in the text several times.

In the beginning of the program the texts are shorter. They grow in length and complexity towards the end of the course.

---

1) The text relates to the _____ on the first side of the card.

2) The key words: A. ( ) never appear
B. ( ) appear once
C. ( ) appear several times
D. ( ) cover the card

3) The texts get progressively _____, _____ and more _____ as the program advances.

1) picture

2) C

3) longer
complex

Side 2: Questions, Exercises

On the bottom of the second side are a series of questions and exercises. There are many different types of these: Multiple choice, fill-in, true-false and yes-no. In some cases there are emppty lines in which students are requested to write in words, letters or phrases. All the questions and exercises relate to the subject of the lesson, the text and the key words. They are intended to reinforce the lesson for the student. They also show the teacher if the student learned the lesson.

1) This question is a _____question.	1) Fill-in
2) Questions and exercises are given to: A. ( ) Reinforce instruction; B. ( ) Teach new words; C. ( ) Teach the lesson; D. ( ) Enable student to write.	2) A
3) Question 2) is a_____ question.	3) Multiple Choice
4) Through the questions and answers we make sure that: A. ( ) Students come to class; B. ( ) Students learned the lesson; C. ( ) Students know the content of the lesson; D. ( ) Students know the key words.	4) B, C, D

Side 2: The Answers

The second side of the card also gives the answers to the questions and exercises. The answers are printed in a separate column on the right hand side of the card. The answers are given only for checking the answers by the students. They are not meant to be copied. Therefore, while answering the questions or doing the exercises the answer column should be covered. A special piece of paper should be given to the students for this pupose. If a student answers a question incorrectly he should re-read the text and then answer the questions a second time.

1) The student should see the answers while doing the exercises. Yes ( ) No ( )	1) No
2) The answers are given: A. For the teacher to know the correct answer B. For checking the answer of the student C. In order to confuse D. For reinforcement of the lesson	2) B

CHAPTER 2

THE LESSON (14 units)

1. Constructing A Lesson
1

Each lesson lasts two and a half hours. It is important to structure the use of that time in the best possible manner. The following lesson structure should be followed:

½ hour - discussion of the lesson's topic;
½ hour - reading the text and explanation of new words;
½ hour - teacher and students read text together;
½ hour - teacher and students read and answer the questions following the text;
½ hour - individual seat work monitored by the teacher.

2½ hours

Each lesson has _____ parts. The _____ and _____ parts are devoted to reading the text of the lesson. The _____ and _____ parts are devoted to doing the exercises. Parts 2 to 5 of the lesson require that the student understand the topic well from the _____ part.

1 2 3 4 5 6

$\frac{5}{1}$ $\frac{5th}{5}$ $\frac{2nd}{2}$ $\frac{1st}{6}$ $\frac{3rd}{3}$ $\frac{4th}{4}$

2. Constructing A Lesson
2

The different parts of the lesson do not necessarily have to follow each other in strict order. For example, the first 15 minutes of discussion the teacher can read the text and then return to the discussion. This may be particularly valuable when the lesson includes completely new information. Another example of a different lecture structure is when the teacher decides to teach more than one card in the lesson. In that case parts 1 to 4 would each be split in half. The individual seat work would remain in one unit at the end of the lesson. Some teachers may like to end a lesson with a discussion. In that case the last 10 minutes of the individual seat work part should be devoted to a verbal summary of the material learned and the new words.

If the teacher decides to teach two cards in one lesson then parts 1 to 4 would be _____ long with _____ devoted to each card in each part. The teacher can also devote a portion of part _____ to a summary discussion. It _____ necessary to adhere strictly to the sequence and length of the parts.

½ hour
1

15 minutes
2

5
3

is not
4

3. Part 1: The Discussion
I

The most important part of the lesson is the discussion. The discussion is aimed at creating an interest in the lesson among the students. It is also aimed at creating a good classroom atmosphere. It is important that the entire class participate in the discussion -- not only the teacher and a few students.

1) The discussion is not an important part of the lesson. True____ False____	1) False
2) The aim of the discussion is to create both a good _____ and _____ in the lesson.	2) classroom atmosphere interest
3) ___ of the participants in the class should participate in the discussion.	3) All

4. The Discussion
2

As you remember, the picture on the first side of the card tells the story of the lesson. The picture is one that shows a scene familiar to the students. They should be able to tell what the picture shows without having read the lesson. The discussion should be about the picture. The teacher should begin the discussion by asking: "What do you see in the picture?" or "What story does the picture tell us?"

---

1) The discussion relates to the _____ on the _____ side of the card.

2) How should the teacher begin the discussion?

3) Are these questions the only way to start the discussion? Yes ____ No ____

1) picture
first

2) By asking: "What do you see in the picture?"
"What story does the picture tell us?"

3) No - (Suggest other ways.)

5. The Discussion
3

It is not enough to have students talk about a picture. It is important that they get involved in the discussion. They should get excited about the discussion. Sometimes this will happen by itself but many times it will not. It is useful to provoke students to excitement by making a problem out of the situation shown in the picture. This can be done by asking questions such as: "Do you agree with what the picture shows?"; "Would you do the same thing?"; "What is wrong in the picture?" or by making comments such as: "I wouldn't do it that way because...."

1) In order to get students involved they should be _____.	1) excited
2) Students can be _____ by making a _____ out of the picture.	2) provoked problem
3) This can be achieved by: A. lecturing; B. asking questions; C. making comments; D. showing more pictures.	3) B, C

6. The Discussion
4

The discussion should cover all the material to be presented in a lesson in such a way that the student will be entirely familiar with the lesson's topic even before he goes on to the text. The teacher should read the text carefully in order to make sure that nothing is left out in the discussion. Although half an hour is considered sufficient time for the discussion, the teacher should use his judgment as to when to end the discussion.

1) Following the discussion the student should _____ with the entire _____ of the lesson. Therefore, the teacher must be _____ familiar with the ____.	1) be familiar content entirely/completely text
2) The discussion must not last more than half an hour. True ____ False ____	2) False

7. Part 2 Reading the Text and Explanation of New Words

I

Following the discussion the teacher should tell the students to turn the card over so that the text is facing them. At the beginning of the course the students will not be able to read a single word for they are totally illiterate. As the course commences they will probably be able to identify some of the words in the text. Therefore, there will be a difference between the way the teacher approaches this part of the lesson at the beginning lessons and during later lessons.

1) In the beginning of the course the students will be able to read the text well (Yes/No) but later on will not be able to read anything (Yes/No).	1) No No
2) The teacher should adopt his approach according to the _____ of his students.	2) reading capabilities
3) The reading of the text _____ the discussion period.	3) follows

51 A

8. Reading the Text and Explanation of New Words
2

During the first lessons in the course the teacher should read the entire text of the cards out loud in a normal speaking pace. Then he should ask the students the following question: "What word did you hear most of the time, more than any other word?" This word will always be the key word. If the students cannot identify the correct word after the first reading the teacher should read the text out loud a second time. This reading should be slower and the key word should be emphasized by raising the voice each time it appears. Then the question should be repeated. Once the students or even a single student identifies the correct word the teacher should write it on blackboard in large letters.

The first reading should be at a _____ (1) speaking pace. A second reading is needed if the students cannot _____ (2) the _____ (3) _____ (4). Once the key word is identified it should be _____ (5) on the _____ (6) in _____ (7) _____ (8).

normal (1)

identify (2) key (3)

word (4) written (5)

blackboard (6)

big (7) letters (8)

9. Reading the Text and Explanation of New Words
3

Once the key word is on the blackboard the teacher should turn his attention to it. Doing this will enable both the teaching of this word and an important break from monotonous readings of the text The teacher should repeat the key word out loud several times, pointing at the letters of the word as he recites them. At no point should the name of a letter be used -- only its sound. Then the students should be asked to repeat the word out loud together. Next they should turn the cards over. The key word is written on the other side next to the picture. Ask the students to identify the object described by the key word in the picture. Finally have the students copy the key word into their notebooks. The teacher may also ask several students to write the key word on the blackboard.

---

1) Why is it important to teach the key word at this point?

2) What are the stages in teaching a key word?

A. _____
B. _____
C. _____
D. _____

1) To make a break in the reading of the text.

2) A. teacher says word
B. students repeat word
C. identify word in picture
D. write word in notebooks.

10. Reading the Text and
Explanation of New Words

Now the teacher returns to the text and reads it out loud once again. If there are new words in the text other than the key word which the students do not understand they should be explained through the use of simpler words. To make sure that all the words in the text are understood the teacher should ask several questions using those words. These questions should serve to create a further discussion of the subject of the lesson.

---

1) The main object of this portion of the lesson is to _____.

2) The four parts of this portion are:

A. _____
B. _____
C. _____
D. _____

3) The students read the text out loud one-by-one in this section. True or False?

4) The teacher should read the text first at a normal pace and then slowly. True or False?

1) have the student understand the text and learn the key words.

2) A. Teacher reads out loud.
B. Learning the key word.
C. Rereading of the text.
D. Summarizing discussion

3) False

4) True

11. Part 3: Teacher and Students Read Text Together

1

We are now ready for the third part of the lesson -- the students, with the help of the teacher read the text. Obviously, during the first lessons the students will not be able to read the text. However, because the texts are short and have been repeated many times they should be able to recite them by rote memory. In order to avoid embarrassment the first few readings of the text should be by all the students with the teacher. Only then should the teacher ask for a volunteer to read the text before the class. Then a second volunteer should be called. Then all other students in turn should be asked to read the text. Thus each of the students in the class will have read the entire text.

---

1) All)
Some) of the students should read the text out
None) loud during the first few readings.
One)

1) All

2) By the end of the lesson _____ of the students should have read the text out loud.

2) all

12. Teacher and Students Read Text Together
2

Several points are important to remember in this part of the lesson.

(1) Do not embarrass students; if a student does not want to read out loud do not force him to do so but go on to the next person.

(2) During lessons later on in the course the teacher can integrate this part of the lesson with the one preceding it.

(3) Have students read the <u>whole</u> text. Do not split it up into individual sentences.

1) All students should read the text even if they do not want to. True or False?	1) False
2) Students should read (A) One sentence (B) Two words (C) The whole text (D) Half of the text	2) (C)
3) Parts 2 and 3 of the lesson <u>can/cannot</u> be integrated.	3) <u>can</u>

13. Part 4: Teacher and Students
Read and Answer the Questions

After the reading of the text the lesson continues to the questions. During the first few lessons the teacher will read the questions out loud and ask students to answer. Students should raise their hands if they know the correct answer. The teacher should write the correct answers on the board. During the period the answers on the card should be covered with a piece of paper. Only after all the answers have been written on the blackboard should the paper be removed. Both teacher and students can then check to see if the answers are correct. If an answer is incorrect teachers and students should look at the text in order to find the correct answer. If all answers are incorrect it is necessary to reread the whole text. The questions are aimed at making sure that the lesson has been understood.

1) Each student must answer the questions by himself. True or False?	1) False
2) If an answer is incorrect the ____ should be consulted.	2) <u>text</u>
3) The _____ should read the questions out loud.	3) <u>teacher</u>

14. Part 5· Individual Seat Work

Finally, the students are ready for individual seat work. This consists of quietly reading the text and answering the questions. The answers should be covered. While the students are working on the questions the teacher should circulate around the class helping those that are in need of assistance and checking the work of the others. The teacher may also wish to add exercises of his own for the students to do. At the end of this part of the lesson the teacher should summarize the whole lesson either by having students read the text and questions or by a short discussion of the topic of the lesson or by doing both. The lesson has now ended.

1) During the individual work period the teacher should· (A) Go home (B) Read a book (C) Circulate among the students	1) (C)
2) Can the teacher add exercises of his own? Yes____ No____	2) Yes
3) The lesson should end with a _____(1). This should include either a _____(2) or a _____(3) or both.	3) summary (1) reading (2) discussion (3)

2. Card Sequencing

Each card contains one specific unit of information. Thus, each card studied presents the student with a functional piece of information. A number of cards contain a complete topic so that when completed the student has learned a complete topic. The cards are thus sequenced topically with each one forming the informational background for the others in the series.

Each card also builds upon the vocabulary and reading skills of those preceding it. This is a linguistic sequencing. The teacher will find that as the course commences the linguistic content becomes more difficult.

For these reasons it is important to teach the cards in the sequence in which they appear.

---

1) Each card contains one complete subject. True or False?	1) False
2) The cards can be taught in any sequence. True or False?	2) False
3) Each card presents a complete unit of information. True or False?	3) True
4) The sequence is based on both ____ and _____ and should be maintained. True or False?	4) content language True

3. Building a Book

At the beginning of the course each teacher receives one complete set of cards for each student. He also receives empty loose-leaf binders for each student. At the first lesson the students will be given only the loose-leaf binders by their teachers. Each lesson the teachers will distribute only the card or cards that are to be taught that day. Each card has holes punctured in it to fit the loose-leaf binder. At the end of the lesson the students should insert the card into the binder. Thus, each lesson they will add a card to the binder until they have completed the course and all the cards are inserted. In this way each student will be building his own book and will be able to see his advancement. This technique serves as a form of motivation for the student.

1) As the student adds card to card in his loose-leaf binder he can see his _____ in the course.	1) advancement
2) Each lesson the teacher gives the students: (A) 10 cards (B) a whole set (C) only the card studied that day (D) a loose-leaf binder	2) (C)

4. The Course is Functional

As each card is designed to provide the student with a useful piece of information, the student does not have to wait for an entire series to learn something of functional use. He can go home after each lesson and immediately apply what he has learned. With each card the student learns more functional material. Thus, for example, while one card may teach how to plant rice, the whole series would cover all facets of rice farming. The material for the course is carefully chosen so that it will all be functional and not include topics and lessons in which the average adult is not interested. Therefore, this course is a functional one.

1) This course is functional because: (A) The material learned has direct application. (B) Each lesson consists of a unit of functional information. (C) Each topical series is functional. (D) Uninteresting material is not included.	1) (A) (B) (C)
2) Does the student have to wait for an entire series to learn something functional? Yes____ No____	2) No

5. The Course Makes People Literate

The texts on the cards are graded so that the vocabulary used in the first cards is much simpler than that used in later cards. The words in the earlier cards are also easier to read. The words chosen as key words are designed to both teach all the phonetic sounds and present a basic vocabulary of words with which each student will be familiar. By the first half of the course all the phonetic sounds and their symbols will have been learned. By the end of the course the student should be able to read, with comprehension, any text presented to him and written at that reading level which he has attained. Therefore, the course is designed to make people literate.

---

1) The key words are designed to:
   (A) open doors
   (B) teach phonetic sounds
   (C) teach phonetic symbols
   (D) present a basic vocabulary

2) At the end of the course the student should be able to ____(1) with ____(2) materials written at the same ____(3) that he attained.

3) Material in the first card is _____ to read than in the last card.

1) (B) (C) (D)

2) read (1)
comprehension (2)
level (3)

3) easier

6. The Teacher and the Curriculum

Because of the nature of the material presented in the course's curriculum it is very possible that the teacher will be asked many questions relating to content by the students. While much of the information is contained in the cards, the teacher will be well advised to prepare for classes by reading more about each topic and unit. Pamphlets published by the Ministries of Education, Economics, Health and Agriculture will prove very useful. They can be found in the Changwat or Ampoc central offices. One of the objects of the course is to develop an interest in students to learn more. This is another reason why teachers should read more about each topic. They will then be able to provide students with additional material.

1) Material published by various ministries can be found in local _____ and _____ offices.	1) Changwat Ampoc
2) The teacher does not need more information other than that contained in the cards. True or False?	2) False

CHAPTER 4

SUMMARY (3 units)

1

The success of this course depends largely on the teacher. However good the cards and other materials may be the teacher must be able to teach well with them for them to be effective.

Results of the course can be measured by seeing to what extent students learn and apply the information learned and to what extent they learn how to read. You will be able to see how well the students progress in reading from lesson to lesson. In order to see how well they learn and retain information it would be valuable to include topics from previous lessons in discussions. Always refer students to the cards from previous lessons if they have forgotten some information. The pictures, as well as the texts will help them remember.

The book that the students are assembling [illegible] them as a reference library when the course is over. [illegible] they should be made used to looking at back lessons when they wish to refresh their memory. Encourage them to take the appropriate card with them to the fields when they plant or fertilize or look at the cards relating to nutrition when they cook. In this way use of the cards will become well established.

Always be available before and after classes for discussion with the students. Display an interest in their lives. Learning is a mutual process and the more students accept you as one of theirs the more their confidence will be bolstered and the better and more serious students they will be.

Remember -- it is your relation to the students and theirs to you that will decide the success of the course!

3.

1) The card has the following parts:
a) _____ b) _____ c) _____
d) _____ e) _____

2) The lesson begins with _____.

3) The lesson has _____ parts.

4) The motivating part of the lesson is the _____.

5) Students should read the lessons at home before class; True or False.

6) The subjects included in the course are: (A) Geography (B) Physics (C) Civics (D) History (E) Agriculture (F) Health (G) Economics (H) Arithmetic (I) English (J) Nutrition

7) After learning a lesson the cards should be _____

8) At the end of the course students must return all the cards. Instead they will be sent a reference library for their permanent use; True or False? What happens?

1) a) picture
b) word
c) text
d) questions
e) answers

2) a discussion

3) 5

4) False

6) C. E. F. G. H

7) inserted in the loose-leaf binder

8) False

9) The cards become a reference library.

THAI APPENDIX E

List of Lessons, Content Area,

and Concepts of Thai Reading Materials

along with English Translation of

Content of First Six Lessons

A list of lessons in an adult text book
for a Functional Literacy and Family Life Planning Program
(Thailand)

Lesson	Topic	Content area	Concepts in each area	Number of text cards
1	The Thai Farmer	Agriculture	1-3	5
2	Family and its responsibility	Economic and civic responsibility	1 (Econ.) 1-2,6 (Civics)	4
3	Good health makes life happy	Health	1-6	6
4	Rice and fertilizer	Agriculture	4-7	5
5	How to increase your income	Economics and agriculture	2-6 (Econ.) 18 (Agr.)	7
6	A happy family	Health	16-20	7
7	How to conserve natural resources	Civics	3-4	4
8	Care of mothers and child's health	Health	21-30	13
9	How to get more yield in rice farming	Agriculture	8-11, 14-15	8
10	How to keep a house clean	Health	7-10	4
11	How to get rid of garbage and dead animals	Health and Civics	11-12 (Health) 5 (Civics)	3
12	How to get rid of rice diseases and pests	Agriculture	12-13,17	6
13	Diseases and prevention	Health	13-15	5
14	Our country Thailand	Civics	7-10	6
15	Farm production and marketing	Economics and Agriculture	7-8 (Econ.) 16 (Agr.)	4
16	How to spend and keep money in a wise way	Economics	9-11	3
17	Simple laws in our daily lives	Civics	11	4
18	The advantages of literacy and how to use leisure time wisely	Civics	12-14	4
				98 cards

THE ADULT TEXT BOOK

On Functional Literacy and Family Life Planning Program, Thailand.

Lesson 1: The Thai farmer.

a. Most Thais are farmers. Our main product in our country is rice, so the farmers are important people to Thailand.

b. If farmers get more yield in rice farming, Thailand would get more national income in exporting.

c. Farmers need to know a wider variety of techniques and methods in growing rice, which are suggested by official experts in the agricultural area.

d. Hence, a farmer should grow crops by way of rotation all the year round to get more income. He should rotate rice with beans.

e. Rotation with beans adds fertilizer that improves the soil besides increasing income.

Lesson 2: Family and its responsibility.

a. If a family wants to have a good living, all persons in a family should work to get more income. The more persons who live in the house, the more work they should do in helping home expenses.

b. Every one in a family has a special responsibility, such as the parents taking care of good living and education for their children. Similarily, children help in small housework, and obey their parents, etc.

c. Everyone who lives in the house must help take care of it, so that the house remains in good condition.

d. In case a family has a handicapped child such as a deaf child, a blind child or a crippled child, everyone in the family should take care of the handicapped child. If possible, he should be sent to a special school.

Lesson 3: Good health makes life happy.

a. Persons who are not sick can enjoy their lives, can work more and get more money. Thus, everyone in a family should take care of his health.

b. Each person should eat good food, live in a clean house, and know how to prevent communicable diseases.

c. One should eat a nutritious meal each day. There are different kinds of good food besides rice such as meat, eggs, milk, beans, vegetables and fruit.

d. Meat and eggs build strong bodies. In case one cannot have meat to eat, they can have beans for food instead. Beans also build strong bodies.

e. We can get diseases from raw meat such as trichinosis, tape worms and liver flukes. We should cook meat well because heat kills diseases.

f. Fruits and vegetables, properly cleaned, are good to eat because they aid in digestion, make bodies fresh and strong, and keep skin beautiful.

Lesson 4: Rice must consume fertilizer.

a. Rice must consume fertilizer as man consumes food. Fertilizer helps the rice to grow better.

b. There are two kinds of fertilizers, natural and chemical. Natural fertilizers come from plants and animals, while chemical fertilizers are made by man.

c. Chemical fertilizers can ruin the rice and soil if not used carefully. Farmers should ask advice, and follow directions.

d. Proper timing of fertilization will help the rice to grow well.

e. Farmers should not burn rice stocks because there is plant food in the upper soil. Burning it will destroy plant food. However, if there are mice and worms, then rice stocks may have to be burned to kill them.

Lesson 5: How to increase your income.

a. The major income of Thailand comes from agriculture. But there is also some industrial work that we can do, such as weaving, carving, pottery, umbrella making, etc. One should use his leisure time in working on these things, so the family can earn more income to make their living better.

b. Change of primary products to secondary products creates a wider variety of goods. Banana can be turned into dried bananas and banana jam, cotton to cloth, and cotton seeds to vegetable oil.

c. Before spending money for an investment, one should think carefully about his needs such as buildings, wages, materials, etc.

d. Sometimes farmers have to help one another to get jobs done. They often organize into cooperatives to unite their strengths, increase capital resources, and stabilize farmers' careers.

e. When farmers need money, it is better to ask for it from a bank than from an individual. Banks lend money at lower interest rates and do not cheat borrowers.

f. Farmers should use labor-saving tools to plow, thresh, and harvest in order to save time and increase yields.

g. Labor-saving tools are expensive, but each farmer can invest a little money, and join with other farmers in buying and sharing these tools.

Lesson 6: A happy family.

a. A man and woman wishing to marry should prepare themselves in advance. They should learn about such things as earning a living; having a child; bringing him up and educating him. Then they will be happy in their family life.

b. Before marriage they should go to see the doctor for a physical examination so that their child will be born safe and strong.

c. A couple who earns a meagre income and cannot afford to live well enough, or whose physical condition is not suitable for having a first child, should consult a doctor about methods of not having children.

d. If the father and mother want to space their children, limit their family size, or stop having children, they should ask advice from a doctor or nurse at a health station or hospital.

e. There are many methods to help the father and mother to avoid having a child. The doctor or nurse can help the parents choose a suitable method. If the parents use the method as the doctor suggests, they can have a baby when they decide to.

f. A family with many children usually has a lot of problems because it costs a lot of money to feed and educate children. This is why some big families are poor. If a family has a proper number of children, they may afford to live well and take better care of their children.

g. The health of a mother who is frequently pregnant is poor. Her resistance to disease is low and she becomes old and more quickly. Her children are not healthy either. To prevent this, the mother should practice family planning to avoid frequent pregnancy.

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